

## 0.a. Goal

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Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

## 0.b. Target

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Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

## 0.c. Indicator

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Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

## 0.e. Metadata update

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Last updated: 19 July 2016

## 0.f. Related indicators

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## Related indicators

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All equity targets and targets associated with the underlying indicators.

## 0.g. International organisations(s) responsible for global monitoring

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## Institutional information

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### Organization(s):

UNESCO Institute for Statistics (UNESCO-UIS)

## 2.a. Definition and concepts

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## Concepts and definitions

## **Definition:**

Parity indices require data for the specific groups of interest. They represent the ratio of the indicator value for one group to that of the other. Typically, the likely more disadvantaged group is placed in the numerator. A value of exactly 1 indicates parity between the two groups.

## **Concepts:**

See metadata for relevant underlying indicator.

## **3.a. Data sources**

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## **Data sources**

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## **Description:**

The sources are the same as for the underlying indicators for this goal.

## **3.b. Data collection method**

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## **Collection process:**

The same as the underlying indicator.

## **3.c. Data collection calendar**

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## **Calendar**

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## **Data collection:**

Depends on underlying indicator.

## **3.d. Data release calendar**

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## **Data release:**

Depends on underlying indicator.

## **3.e. Data providers**

# Data providers

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The same as the underlying indicator.

## 3.f. Data compilers

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# Data compilers

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UNESCO Institute for Statistics

## 4.a. Rationale

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### Rationale:

To measure the general level of disparity between two sub-populations of interest with regard to a given indicator. The further from 1 the parity index lies, the greater the disparity between the two groups of interest.

## 4.b. Comment and limitations

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### Comments and limitations:

The indicator is not symmetrical about 1 but a simple transformation can make it so (by inverting ratios that exceed 1 and subtracting them from 2). This will make interpretation easier.

## 4.c. Method of computation

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# Methodology

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### Computation method:

The indicator value of the likely more disadvantaged group is divided by the indicator value of the other sub-population of interest.

$DPI = [Indi]_d$

$[Indi]_a$

where:

DPI = the Dimension (Gender, Wealth, Location, etc.) Parity Index

Indi = the Education 2030 Indicator i for which an equity measure is needed.

d = the likely disadvantaged group (e.g. female, poorest, etc.)

a = the likely advantaged group (e.g. male, richest, etc.)

## **4.f. Treatment of missing values (i) at country level and (ii) at regional level**

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### **Treatment of missing values:**

- *At country level:*

The same as the underlying indicator.

- *At regional and global levels:*

The same as the underlying indicator.

## **4.g. Regional aggregations**

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### **Regional aggregates:**

The same as the underlying indicator.

## **5. Data availability and disaggregation**

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## **Data availability**

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Depends on underlying indicator

### **Disaggregation:**

None because the parity indices directly compare two sub-populations of interest.

## **6. Comparability/deviation from international standards**

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### **Sources of discrepancies:**

The same as the underlying indicator.

## **7. References and Documentation**

# References

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## URL:

<http://www.uis.unesco.org/Pages/default.aspx>

## References:

See references for each underlying indicator.